

# MAINE STATE ASSESSMENT OF VOCATIONAL-TECHNICAL EDUCATION PROGRAM QUALITY

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Statewide Survey of  
Local Recipients of Federal Assistance  
Under the Carl D. Perkins Vocational  
& Technical Education Act of 1998

Revised November 1, 2000

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Complete one for each program and convey to the Workforce Education Team of the Maine Department of Education no later than January 15, 2001. This revision seeks to clarify terms and language in the original survey as published in *21<sup>st</sup> Century Skills for a 21<sup>st</sup> Century Economy: State of Maine Five Year Plan for Vocational and Technical Education, PY 2001-2005*. If you have already completed the survey using the original form, it is not necessary to redo this version of the survey.

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Recipient: \_\_\_\_\_

Program: \_\_\_\_\_

OVEA Career Area: \_\_\_\_\_

CIP Code (Please use most current code): \_\_\_\_\_

Respondent: \_\_\_\_\_

Phone #: \_\_\_\_\_ Fax: \_\_\_\_\_

E-Mail: \_\_\_\_\_ Date: \_\_\_\_\_

## Criterion 1: Academic and Occupational Skill Development

Has the program been constituted as a coherent and integrated sequence of courses and related learning opportunities, leading to the mastery of both occupational competencies and program-related academic standards?

(Occupational and educational standards are those represented in the *Statewide Technology Standards* documents created by the Center for Career Development and approved by the Maine State Board of Education. These standards refer to and integrate occupational standards from nationally recognized organizations such as the National Skill Standards Board and V-Tecs with the academic standards of those *Maine Learning Results* standards and indicators that directly support the program curriculum. For those programs that do not yet have a corresponding *Statewide Technology Standards* document, instructors should refer to the aforementioned source documents to determine those occupational and academic standards that ought to define effective, contemporary curricula.)

- \_\_\_\_\_ Fully
- \_\_\_\_\_ Partially
- \_\_\_\_\_ Only “on paper” (we’re working on the design for integrating occupational and academic skills, but are not doing it yet)
- \_\_\_\_\_ Not at all/not applicable (Please briefly explain below)

Are successful program completers awarded an individualized, itemized *Certificate of Skill Mastery*? Please also indicate whether program completers earn, if qualified, industry certification (A Plus, NATEF, CNA, etc.).

- \_\_\_\_\_ Yes    Type of industry certification, if any: \_\_\_\_\_
- \_\_\_\_\_ Under development
- \_\_\_\_\_ Not at this time
- \_\_\_\_\_ Not applicable or other (Please briefly explain below)

## Criterion 2: Universal Core Competencies

Has the program been designed to impart or reinforce universal core life, career, and employment competencies required for success and self-sufficiency in contemporary society? Please place the appropriate code to the left of each of the following competency areas as follows: **F** (Fully), **P** (Partially), **U** (Under development), or **N** (Not at all).

- ☐ Reading, writing, and computation, both conceptual and applied;
- ☐ Information gathering and analysis;
- ☐ Reasoning and problem solving;
- ☐ Communication and self-expression;
- ☐ Self and family management;
- ☐ Self-discipline and productivity;
- ☐ Teamwork and leadership;
- ☐ Personal and workplace safety and health awareness; and,
- ☐ Social and global stewardship

If any of the above was coded as “N,” please briefly explain why.

Rate the extent to which the program offers instruction and experience in *all* aspects of the industry the students are preparing to enter. Below, give some brief examples (using only key words or phrases) of how you use a variety of instructional elements to accomplish this.

- ☐ Yes
- ☐ Under development
- ☐ Not at this time
- ☐ Not applicable or other (Please briefly explain below)

What instructional elements/activities/strategies do you use for this?

### **Criterion 3: School-Based and Work-Based Learning**

Is the program curriculum competency-based?

- ☐ Yes
- ☐ Under development
- ☐ Not at this time
- ☐ Not applicable or other (Please briefly explain below)

Does the program curriculum incorporate theoretical, practical, and experiential learning opportunities...

- ☐ Yes
- ☐ Under development
- ☐ Not at this time
- ☐ Not applicable or other (Please briefly explain below)

... In both school-based and workplace-based learning environments?

- ☐ Yes
- ☐ Under development
- ☐ Not at this time
- ☐ Not applicable or other (Please briefly explain below)

On average during a "typical" year, what percent of your students receive related on-the-job training via the following experiences?

- ☐ Year-round paid work experience
- ☐ Seasonal paid work experience
- ☐ Workplace mentoring
- ☐ Private sector projects (limited, project-based experiences w/ employers)
- ☐ School-based enterprises ("Live work")
- ☐ Community service/service learning activities

#### **Criterion 4: Secondary and Postsecondary Education**

Do program completers have access to at least one year of linked postsecondary study through an articulation agreement?

- ☐ Yes
- ☐ Under development
- ☐ Not at this time
- ☐ Not applicable or other (Please briefly explain below)

If "yes," can you briefly describe:

- a. how many students per year typically enroll via the articulation agreement \_\_\_\_\_, and,
- b. your level of satisfaction with the articulation agreement/process, and suggestions for improvement, if any.

Do successful completers of the third year of the program (the first year of their post-secondary training) receive a program completion certificate and are they afforded an opportunity to continue study toward an associate or higher degree? [Note: not applicable to Tech Prep, ProPrep, or Pre-Apprenticeship programs]

- ☐ Yes
- ☐ Under development
- ☐ Not at this time
- ☐ Not applicable or other (Please briefly explain below)

Are successful completers of any Pre-Apprenticeship program offered enrollment in a Registered Apprenticeship program?

- ☐ Yes
- ☐ Under development
- ☐ Not at this time
- ☐ Not applicable or other (Please briefly explain below)

#### **Criterion 4: Secondary and Postsecondary Education, cont.**

Does any Tech Prep program include two years of postsecondary study, leading to an associate degree, structured by an articulation agreement?

- ☐ Yes
- ☐ Under development
- ☐ Not at this time
- ☐ Not applicable or other (Please briefly explain below)

Does any ProPrep program include at least two additional years, leading to a baccalaureate degree?

- ☐ Yes
- ☐ Under development
- ☐ Not at this time
- ☐ Not applicable or other (Please briefly explain below)

#### **Criterion 5: Comprehensive Career Exploration & Guidance**

Are comprehensive career assessment, guidance, and counseling services afforded to all program participants, and by whom?

- ☐ Yes  
By voc. center\_\_\_\_ By sending school\_\_\_\_ By both \_\_\_\_
- ☐ Under development  
By voc. center\_\_\_\_ By sending school\_\_\_\_ By both \_\_\_\_
- ☐ Not at this time
- ☐ Not applicable or other (Please briefly explain below)

### **Criterion 5: Comprehensive Career Exploration & Guidance, cont.**

Does the comprehensive guidance process plan include development of an individualized education/ employment/career/life plan ("career major") for each student?

\_\_\_\_\_ Yes

\_\_\_\_\_ Under development

\_\_\_\_\_ Not at this time

\_\_\_\_\_ Not applicable or other (Please briefly explain below)

If yes or under development, by the end of what grade is the plan completed? \_\_\_\_\_

### **Criterion 6: Current and Projected Workforce Needs**

Are the educational and employment objectives of the program keyed to a realistic, reliable, and timely assessment of the current and projected needs of the labor market, and clearly and explicitly defined in terms that are both measurable and meaningful?

\_\_\_\_\_ Yes

\_\_\_\_\_ Under development

\_\_\_\_\_ Not at this time

\_\_\_\_\_ Not applicable or other (Please briefly explain below)

Do the occupational and academic skills and competencies imparted in the program meet the real and evolving needs of the local, state, national, and global workplace in current and emerging sectors, and are they continuously reviewed in light of technological and economic changes?

\_\_\_\_\_ Yes

\_\_\_\_\_ Under development

\_\_\_\_\_ Not at this time

\_\_\_\_\_ Not applicable or other (Please briefly explain below)

### **Criterion 6: Current and Projected Workforce Needs, cont.**

Are the resources of the program appropriate and sufficient in relation to its educational and occupational objectives and levels of enrollment?

\_\_\_\_\_ Yes

\_\_\_\_\_ Under development

\_\_\_\_\_ Not at this time

What resources (curriculum, faculty, educational materials, technology, supplies, equipment, support services, other?) do you feel need improvement—or simply need—at this time?

### **Criterion 7: Job Placement and Follow-Up Services**

Has the program been designed to ensure that all participants:

- a. Successfully complete their program of study and master the minimum competencies identified by local, State, and national skill standards as prerequisites for entry into the occupation or career area they are planning to enter;

\_\_\_\_\_Yes      \_\_\_\_\_Under development      \_\_\_\_\_Not at this time (why not?)

- b. Graduate from high school and complete at least one year of postsecondary study or the equivalent;

\_\_\_\_\_Yes      \_\_\_\_\_Under development      \_\_\_\_\_Not at this time (why not?)

- c. And, make a successful transition into the world of work (either directly or through the medium of further education or training) by securing and maintaining appropriate employment (either competitive, supported, or sheltered) in occupations that offer reasonable wages and fringe benefits, safe and satisfactory working conditions, and realistic prospects for personal growth and career advancement?

\_\_\_\_\_Yes      \_\_\_\_\_Under development      \_\_\_\_\_Not at this time (why not?)

### **Criterion 7: Job Placement and Follow-Up Services, cont.**

What connecting activities are now made available to each student? (mark "N"). Which are under development? (mark "U"):

- ☐ intensive and individualized job development
- ☐ job search assistance
- ☐ job placement and retention services
- ☐ systematic follow-up for at least nine months after program completion
- ☐ other (what?) student liaison and connecting and support services

### **Criterion 8: Youth Leadership Organizations**

Are program participants afforded participation in an appropriate vocational student leadership organization (VSO, CTSO) or career association?

☐ Yes      ☐ No

If program participants are involved in a VSO, check the most applicable description (check two if they both apply):

- ☐ The VSO is significantly integrated (imbedded) into their course of study (the curriculum specifically uses the VSO activities to teach or directly reinforce course competencies)
- ☐ The VSO is not integrated into the course curriculum, but is an important student enrichment activity
- ☐ The VSO is primarily a vehicle by which the program students can exhibit their skills through VSO-sanctioned competition.

## **Criterion 9: Equity, Equal Access, and Full Participation**

Are comprehensive information and support services provided to ensure that all students who are members of special populations—including individuals with disabilities, educationally and economically disadvantaged individuals (including foster children), individuals with limited English proficiency, individuals who desire entry into occupations or career areas that are nontraditional for their gender, and correctional institution inmates—as well as single parents, displaced homemakers, single pregnant women, students in schools with high concentrations of low-income and low-achieving students, and members of identifiable segments of the population in the State that have the highest rates of unemployment—have an equal opportunity to enroll and succeed in the program?

\_\_\_\_\_ Yes

\_\_\_\_\_ Under development

\_\_\_\_\_ Not at this time

\_\_\_\_\_ Not applicable or other (Please briefly explain below)

Has increasing access of students to high skills, high wage careers in current and emerging occupational sectors that are nontraditional for their gender been established as an integral and priority goal of the program? A “non-traditional” career for a person of one gender is one that employs less than 25% of that gender.

\_\_\_\_\_ Yes

\_\_\_\_\_ Under development

\_\_\_\_\_ Not at this time

\_\_\_\_\_ Not applicable or other (Please briefly explain below)

### **Criterion 10: Business-Labor-Education-Community Partnerships**

The Carl D. Perkins Act of 1998 no longer requires articulated partnerships as implied in the title above, but does, in concert with Maine's *Standard Criteria for Secondary Vocational Programs*, require significant community involvement in the formation and ongoing evaluation of vocational programs. Beside the categories below, please place a "Y" for yes or "N" for no to indicate whether or not the following stakeholders are involved in regularly (yearly, at least) and formally (they are named to an advisory or craft committee and/or cooperative board) constituted *program evaluation* or *program creation* processes:

- \_\_\_ Other vocational teachers
- \_\_\_ "Core academic" teachers
- \_\_\_ High school guidance counselors
- \_\_\_ High school administrators
- \_\_\_ Area employers
- \_\_\_ Parents of participants
- \_\_\_ Current participants
- \_\_\_ Program graduates
- \_\_\_ Tech prep consortia staff
- \_\_\_ Technical college faculty
- \_\_\_ University/private college faculty
- \_\_\_ Interested citizens

Other? \_\_\_\_\_